

ASSESSMENT POLICY OF THE INTERNATIONAL BACCALAUREATE DIPLOMA AND MIDDLE YEARS PROGRAMMES

CHAPTER I GENERAL PROVISIONS

1. The Policy has been prepared in accordance with the General Curriculum Framework of Secondary Education, the Description of the Primary, Lower Secondary and Upper Secondary Education Curricula, the Education Plan of Šiauliai Didždvaris Gymnasium, the Description of the Procedure for Assessing the Progress and Achievements of Gymnasium Students, the IBDP and MYP Assessment procedures.

2. This Policy is a working document, which is reviewed every two years, considering the needs of students and changes in the curriculum. The process of reviewing the assessment description should take place in cooperation with the school teachers, members of the administration, IBDP and MYP coordinators. After the review, the description of the procedure must be published to all interested parties on the school's website, the changes should be presented to teachers during the meeting of the Pedagogical Council.

Philosophy and principles of assessment

Assessment is part of each child's personal progress and learning process. Each student learns in a unique way, so everyone deserves to be judged in the way that suits him best. Principles of assessment:

1. The assessment is student-centred and aims to motivate, stimulate and inspire students' passion for learning.
2. The assessment covers a wide range of strategies and techniques.
3. The assessment is fair to all ethnic, gender and socio-economic groups.
4. The assessment shall be balanced and engaging for all students and stakeholders.
5. Students' learning assessment is based on the objectives and assessment criteria specific to each subject.
6. Effective assessment depends on high-quality cooperation between students, teachers and parents.

Concepts:

MYP - Middle Year Programme.

IBDP – International Baccalaureate Diploma Programme

Assessment is a continuous process of collecting, informing and interpreting information about the student's progress and achievements. Assessment of students' achievements is an integral part of the educational process, which encourages learning and improvement of the educational process.

Evaluation is the measurement and recording of learning outcomes in an agreed form (grade, score, etc.).

Self-assessment is the observation, assessment and reflection of the student's own educational process, achievements and progress, anticipating the next steps of learning.

Diagnostic assessment is a professional, systematic and methodically based activity, the purpose of which is to find out the student's achievements and the progress made during a certain period of learning, to provide opportunities for further learning and assistance to overcome difficulties, to make decisions on further actions and measures.

A friend's assessment is a formative assessment that not only gives students feedback on the quality of their work, but also promotes personal and social development.

Test – a standardized set of tasks designed to assess students' answers, knowledge and abilities.

The exam is an external verification of the achievements of the subject being taught, organized after the completion of the secondary education curriculum.

Internal assessments (IAs) in the Diploma program are carried out by subject teachers. The internal rating of each subject makes up a different percentage of the final grade. The subject teacher evaluates the work of internal assessment, samples of the work are sent to the moderator of the International Baccalaureate Organization and checked in accordance with global assessment standards. The teacher's corrections are adjusted if necessary. The works of groups of subjects 3, 4, 5 and 6 are evaluated in English, in groups 1 and 2 - the language of the subject being taught (more information in the Description of the Language Order). The calendar of activities of the Diploma Programme of the gymnasium IBDP (internal) is published and uploaded to the school's website in the first year of the IBDP . Teachers must submit internal assessment scores to the IBDP coordinator in a timely manner. At the beginning of each school year, all DP teachers review the dates when the assessments are to be submitted and these dates are announced to the school community.

External assessment in the MYP means the assessment of a personal project by IB external evaluators.

External evaluation in the IBDP is an Extended essay supervised by teachers and then externally evaluated by IB examiners. The external assessment includes final exams and such works as an Extended essay, IA and TOK. The dates of the external assessment are set by the IB, and the gymnasium must adhere to them. The IBDP exam calendar is presented to students and parents in the gymnasium memo (updated every year).

A predicted grade (PP) is an approximate grade of the candidate's subject. PP is recorded on the basis of all the works of the candidate and knowledge of the IB standards of the IB teacher. PP can use:

- i. IBO as a basis for reviewing the student's work if the resulting assessment is significantly different from the preliminary grade.
- ii. the gymnasium as a tool for assessing the perception of the requirements and standards of the course taught by the teacher.
- iii. Universities as an assessment tool to determine the suitability of an entrant.

A descriptor is a detailed description of the level of achievement of each assessment criterion. Descriptors are given in the guide to the group of subjects (denoted by the letters i, ii, iii).

The calendar of activities is a 2-year activity plan of the IBDP, which specifies the deadlines for the submission of activities and final reporting works.

Types of assessment:

Formative assessment – in the educational process, a mutual response is provided, feedback that helps the student to improve teaching and learning, directs what else needs to be learned, allows the teacher to adapt the teaching in order to achieve the best possible individual results.

Summative assessment – takes place at the end of each training and learning phase. This is an assessment, a measurement of the result.

Cumulative assessment is a grade consisting of grades accumulated by agreement between the student and the teacher for various types of work, activities.

CHAPTER II OBJECTIVES OF THE EVALUATION

7. To monitor and assess students' progress towards the achievement of the standards of the MYP and the IBDP and to strengthen students' learning.

8. To find out the strengths of each student, educational needs.

9. Together with the student and his parents (guardians) to make decisions on the steps of further education, the student needs help.

10. To encourage student-centered teaching and help students develop the student's educational qualities.

11. To provide timely feedback to students and teachers, improving the quality of the teaching and learning process.
12. To help teachers reflect on the effectiveness of their teaching.
13. To help students plan their learning, to motivate.
14. Assess the quality of education, identify problems and initiate the necessary solutions.

CHAPTER III ASSESSMENT PROCESS IN THE MYP

15. Organization of the Assessment process in the MYP:

15.1. Students' subject achievements are recorded in the TAMO electronic diary. Students and parents always have access to information and assigned tasks, assessments and grades.

15.2. *Service as Action*, the community project and the progress and reflections of the personal project are stored in the format of a digital folder in TEAMS and are available to the MYP coordinator, related teachers and parents of students.

15.3. The national programme applies a 10-point scoring system (10 – the highest score, 1 – the lowest). Grades in the 10-point system are obtained by converting them from the seven-point MYP scoring system according to the procedure specified in the section "*Assessment process in the MYP*".

16. In the MYP programme, teachers select *the learning* objectives from the subject group guide, which they will implement during the lesson(s) during the teaching and learning process and *the assessment criteria* on which they will use during the formative and summative translation. Each criterion is based on *descriptors*. All descriptors of the assessment criterion must be used at least twice a year for each group of subjects.

16.1. The criteria for the fifth year of MYP are indicated in the guide to each subject.

16.2. The criteria for the fourth year of MYP are set by the teachers of the subject group by mutual agreement before the beginning of the school year. The criteria for the fourth year of the MYP must be set taking into account the criteria for the coming year, but also taking into account the remaining gaps from the previous year.

16.3. Each criterion has eight possible levels of achievement (0-8): the student did not reach the standard described in any of the descriptors unsatisfactory (0); satisfactory (1-2); enough (3-4); well (5-6); and excellent (7-8).

16.4. Teachers use descriptors for objective assessment of the student's progress and achievements.

16.5. The assessment of the task for each descriptor of the criterion is not mandatory.

16.6. The decision on the final assessment is made by the teacher.

16.7. If the student's work does not meet the requirements of level 1-2, the work according to that criterion is assessed 0.

16.8. If the work has not been performed or has not been submitted for justifiable reasons, the student is given 2 weeks to perform this work. If the work was not carried out within the agreed time, it is assessed 1.

17. Teachers calculate the final level of achievement of each criterion (A, B, C, D) at the end of the school year. The sum of the estimates of these final levels is called the Sum of the Criteria levels.

18. In accordance with national requirements, teachers record a grade in the ten-point system for the student's work after each summative assessment assignment in the TAMO electronic register. Each grade consists of the sum of the criteria levels (intervals). Two/three/four criteria and their levels are converted to grades 1-7 (according to the MYP system) (see table below). The MYP students' assessment is converted to a ten-point scoring system based on intervals or points collected. If the task is assessed by 2 criteria, the maximum number of points is 16 (100 percent). If the task is assessed by 3 criteria, the maximum number of points is 24 (100 percent). If the task is assessed by 4 criteria, the maximum number of points is 32 (100 percent).

Table for converting points to grades:

Points	MYP grades	1 Criterion	2 Criteria	3 Criteria	4 Criteria	Grades
28-32	7	8	15-16	22-24	28-32	10
24-27	6	7	13-14	20-21	26-27	9
		6	12	17-19	24-25	8
19-23	5	5	10-11	15-16	19-23	7
15-18	4	4,5	9	13-14	15-18	6
10-14	3	4	7-8	10-12	10-14	5
6-9	2	3	5-6	8-9	8-9	4
		2	3-4	5-7	6-7	3
1-5	1	1	1-2	2-4	1-5	2
0	0	0	0	0	0	1

CHAPTER IV ASSESSMENT REQUIREMENTS FOR THE COMPLETION OF THE MYP PROGRAMME

19. In order to complete the MYP students must:

- 19.1. to study according to MYP for two school years (gymnasium classes I and II);
- 19.2. have satisfactory annual assessments of all subjects;
- 19.3. maintain PUPP (National Assessment of Basic Education);
- 19.4. properly prepare and present a personal project;
- 19.5. to participate in community social activities that meet the expectations of the school (*Service&Action*).

CHAPTER V ASSESSMENT PROCESS IN THE IBDP

20. The progress of students is recorded in the TAMO electronic diary. Students and parents always have access to information and assigned tasks, assessments and grades.

21. The progress and reflections of creativity, activity and service activities (CAS) are recorded and stored in online folders in students' personal Onedrive repositories and available to the Coordinator of CAS. After the student graduates from the IBDP, the folders are stored in the school's virtual space for 5 years.

22. Half-yearly grades and annual grades are a summative assessment that shows how well each student has mastered the essence of the subject.

22.1. During the first year of the IBDP, students are evaluated by 2 semester grades and an annual grade.

22.2. The half-yearly grade is derived from the average of all grades in that subject.

22.3. During the semester, the student receives at least as many grades as he has in the subject during the week, i.e. at the HL level 5-6 grades, SL 3-4.

23. The national programme has a 10-point scoring system (10 for the highest score, 1 for the lowest). If students decide to return to study in the national programme during the first half of the year of the IBDP, its assessments are converted according to the presented system:

23.1. if the subject level remains the same: from the advanced level (HL) to the national level A or the standard level (SL) to the national level B - 3 points are added to the grade;

23.2. if the subject level changes: from the higher level (HL) to the national B - 3 points are added to the grade, from the standard level (SL) to the national A - 2 points are added to the grade.

24. The assessment is based on criteria, a scale from 1 (minimum) to 7 (maximum) points is used. Each subject has its own individual grade descriptors, which are used for generalization.

24.1. During the half-year, grades are conducted for oral and written activities, projects, experimental work, etc.

24.2. At the end of each semester, students are assessed by the average grades (half-yearly grade) in each subject.

24.3. At the end of the school year, students are assessed by the final grades, which are the averages of half-yearly grades.

CHAPTER VI REQUIREMENTS TO OBTAIN THE IBDP DIPLOMA

25. In order to obtain a diploma, the student must score at least 24 points and receive a satisfactory assessment of the activities of the Extended Essay (EE), TOK essay and CAS.

25.1. The amount of points required to obtain an IBDP diploma consists of exam assessments in six subjects (maximum assessment of 7 points on each exam) and a general IR and PT assessment. The total maximum number of points from exam grades, TOK and EE is 45. ($45 = (6 \times 7) + 3$).

25.2. The TOK essay and the Extended Essay are assessed from A to E, A is rated the highest rating, E is unsatisfactory. Grades in these two subjects are combined into the diploma points matrix and from 0 to 3 points are added to the total amount.

26. Creativity, activity and service activities (CAS) are not valued, but all learning outcomes must be achieved in order to obtain a diploma.

27. A diploma shall not be awarded if a student:

27.1. does not provide at least one of the reporting works;

27.2. the EE and / or the TOK essay is evaluated by E;

27.3. at least one thing is assessed 1;

27.4. Rating 2 is obtained in more than 2 works (standard or higher level);

27.5. Rating 3 is obtained in more than 3 works (standard or higher level);

27.6. the candidate does not score 12 points in the subjects he is studying at the higher level (HL). (For candidates who enroll in four higher-level (HL) subjects, the top three grades are counted);

27.7. the candidate does not collect 9 points in the subjects he is studying at the standard level (SL). (Candidates who register for two standard level (SL) subjects must score at least 5 points in SL);

27.8. a diploma is not awarded if the candidate has received a penalty for non-compliance with academic integrity from the IB jury.

CHAPTER VII MONITORING AND REFLECTION OF STUDENTS' PROGRESS

28. Students' progress is monitored and reflected throughout the educational process:

28.1. At the beginning of the school year, the student reflects on his/her learning and independently fills out a self-assessment questionnaire and an individual progress plan. Students rely

on them during tripartite conversations with the class teacher and parents. They are aimed at individual progress in learning to learn.

28.2. Throughout the year, students collect their works, reflections and the necessary information in their portfolio (in the student's folder). The creation / compilation of this folder is not directly evaluated by the teacher or the International Baccalaureate. The student's portfolio reflects the evidence of the student's work and his preparation for assessment (assessment components).

28.3. Teachers discuss with students the guidelines for creating / creating a student's portfolio, and the type of folder / portfolio – digital or non-digital, traditional or multimodal.

28.4. At the end of the semester, the student assesses his progress according to the accumulated works and half-yearly assessments, summarizes and records the conclusion on the Individual Student's Progress Monitoring Sheet.

28.5. Individual progress is discussed during tripartite interviews.

CHAPTER VIII HOMEWORK

29. Homework is assigned according to the procedure discussed and adopted.

29.1. Homework strengthens the skills learned at school and allows children to deepen what they have learned.

29.2. Promotes self-discipline, children learn to take responsibility for their own learning.

29.3. Teachers coordinate the appointment of homework and test dates to ensure that the workload is not too high.

29.4. The volume of homework assignments – no more than 2 hours in the MYP and no more than 3 hours in the IBDP.

CHAPTER IX ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS

30. Gymnasium employees support and help young people facing various obstacles to learn, achieve their goals and objectives in the learning process. Each member of the community strives to help them adapt to a rapidly changing environment and develop the skills necessary for life. Further philosophy and practice of the school regarding special educational needs and other possible requirements for learning assistance of students is described in Inclusion Policy of Šiauliai Didždvaris Gymnasium.

CHAPTER X IMPLEMENTATION OF THE ASSESSMENT POLICY

31. The application of the goals of the assessment process, the application of assessment methodologies and the justification of success criteria are regularly discussed throughout the community during parent meetings, teacher council meetings, subject methodological groups. The coordinators of the IB are responsible for familiarizing new teachers with the descriptions of the gymnasium's procedures, which are published on the gymnasium's website and supporting materials for teachers, published in the MyIB system.

32. Teachers and students are involved in assessing the progress of learners.

33. Allegations of plagiarism or other misconduct and penalties are described in the school's Description of the Academic Integrity Procedure.

34. Gymnasium responsibilities:

34.1 initiates and organizes the professional development of teachers;

34.2. devotes time to cooperation between teachers: planning and reflection;

34.3. uses the data of the student's achievements to set the goals of the gymnasium and determine the priorities of the activities.

35. Responsibilities of teachers:

35.1. provides clear information on the evaluation requirements and the organization of the assessment process;

35.2. if necessary, provide consistent consultations to students;

35.3. adheres to the description of the gymnasium's Academic Integrity Procedure in providing students with assignments and assistance necessary to conduct ethical research. Stresses that the works submitted for evaluation must be authentic;

35.4. applies various forms of assessment and engages in self-reflection;

35.5. recognizes different learning styles of students and applies assessment methods considering the individual needs of the student;

35.6. provides clear, co-destructive feedback in a timely manner.

36. Parental responsibility:

36.1. monitors students' learning;

36.2. contributes to the student's individual learning progress;

36.3. participates in tripartite conversations discussing the child's learning and progress.

37. Student's responsibilities:

37.1. demonstrates conceptual perception and skills, as well as critical thinking abilities;

37.2. applies various learning styles in the learning process and takes responsibility for the process of one's own personal learning;

37.3. adheres to the description of the procedure for academic integrity of the gymnasium when performing tasks;

37.4. is able to self-assess: set learning goals and analyze their learning, identifies their strengths and areas for improvement.

**CHAPTER XI
FINAL PROVISIONS**

38. The Assessment Policy is a working document of the gymnasium. It was developed in cooperation with members of the school administration, IB coordinators, teachers. The description of the procedure shall be reviewed every two years. This document is available to all interested parties.

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